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ABSTRACT

This handbook is designed for heads of private (nonpublic) elementary and secondary schools. As used here, the term private school means an elementary or secondary school, not under the jurisdiction of a public school board, that complies with race and sex discrimination regulations of the federal government. This includes schools operated by religious groups, independent schools, and community or "free" schools. Concentrating on programs administered by the U.S. Office of Education (USOE), the handbook is designed to show the numerous, wide-ranging services open for pupils and teachers in private schools, with emphasis on congressional mandates for their participation that were written in the Education Amendments of 1974. It provides a brief survey of the legal and judicial background for providing public funds for services for children enrolled in private schools. It defines the opportunities for and responsibilities of private school administrators and explores the relationships that must be established and maintained between the private school head and the public educational sector if there is to be effective participation in federal education programs. The handbook also indicates programs administered by federal agencies other than USOE and state programs. (Author)

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HAND BOOK

For Private School Administrators

For Effective Participation in Federal Education Programs
Administered by the U.S. Office of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by the Council for American Private Education
November, 1974

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PREFACE

This handbook is designed for heads of private (nonpublic) elementary and secondary schools. As used in the handbook, the term private school means an elementary or secondary school, not under the jurisdiction of a public school board, which complies with race and sex discrimination regulations of the Federal Government. This would include schools operated by religious groups, independent schools, and community or "free" schools.

The handbook concentrates on programs administered by the U.S. Office of Education (USOE). It is designed to show the numerous, wide-ranging services open for pupils and teachers in private schools, with emphasis on congressional mandates for their participation that were written in the Education Amendments of 1974. It provides a brief survey of the legal and judicial background for providing public funds for services for children enrolled in private schools. It defines the opportunities for and responsibilities of private school administrators. And it explores the relationships that must be established and maintained between the private school head and the public educational sector if there is to be effective participation in federal education programs.

The handbook indicates programs administered by Federal agencies other than USOE and of States, which benefit students and teachers in private schools.

PERSPECTIVE

Federal aid to elementary and secondary education is a relatively recent phenomenon. The Elementary and Secondary Education Act of 1965 (ESEA) was the Federal Government's first large scale attempt to aid all school children. When President Ford signed the Education Amendments of 1974 (P.L. 93-380), he extended ESEA to 1978. Other Federal assistance programs also provide services to private school children, especially the disadvantaged. The National School Lunch Act, the Special Milk and School Breakfast Programs, and the Emergency School Aid Act of 1972 (ESAA) are the most significant of these other programs. The rights of private school children and teachers to share equitably in Federal assistance has increasingly been recognized by Congress. The Education Amendments of 1974 give witness to this fact as provisions for private school participation are strengthened.

The adverse decisions of the U.S. Supreme Court since 1971 concerning state aid to private school parents, students, and teachers have not affected the participation of private school students and teachers in existing Federal assistance programs. The amount of aid children receive is, in general, dependent upon the administrator's knowledge of the program and his aggressiveness in utilizing that knowledge to ensure the equitable participation of private school children as Congress intended. When it comes to Federal programs, knowledge is power. This handbook goes a long way toward furnishing the private school administrator with that power.

Edward R. D'Alessio, Ph.D., Chairman
Committee on Governmental Relations
Council for American Private Education

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PART I

A. Background for the Private School Administrator

Federal school programs under the U.S. Office of Education (USOE) offer wide opportunities and challenging duties for a private school administrator. Experienced program officials—from governmental and private and public school sectors—stress the following approach for an administrator seeking the largest return for the most wisely directed use of time and energy.

Know the law.

Congress has increasingly emphasized that many Federal education programs are open to all children. More than a score of USOE programs carry congressional mandates for involvement of private school children. (For sample legal excerpts, see Appendix A.). Others, without specific mention of private schools, say benefits are available to all youngsters. In other cases, the fact that there is no legislated prohibition has been interpreted to mean that Congress wants all students—in public and private schools—to be eligible for benefits. Private school teachers also are eligible to participate in some programs.

Almost a dozen laws passed by Congress since 1958 provide services for private school students and teachers through USOE. The earliest, National Defense Education Act of 1958 (P.L. 85-864), established a program of loans for private schools to buy instructional equipment and do minor remodeling. Vocational and Economic Opportunity Acts followed, respectively, in 1963 and 1964 (P.L. 88-210 and 88-452).

The Elementary and Secondary Education Act of 1965 (P.L. 89-10) was the landmark for private school participation. ESEA was the first Federal education law to mandate delivery of services to eligible students in private schools. It provided for a variety of programs, from services for educationally deprived children to school library materials and textbooks to support for innovative approaches. It not only made private school students eligible participants, but required private school participation in planning of local programs.

The ESEA pattern—copied in later legislation—required local public schools to receive and control program aid which benefits private school children, not their schools. This "child benefit principle" was used later in 1970 acts for environmental (P.L. 91-516) and drug abuse education (P.L. 91-527). Amendments in elementary, secondary, and higher education in 1972 (P.L. 92-318) made public and private school students eligible for benefits of the Emergency School Aid Act and ethnic heritage studies. And in the Education Amendments of 1974 (P.L. 93-380), much wider access is opened for private school participation, in ways discussed later.

Federal school programs operating under certain guidelines offer a vast range of services for children and teachers in private schools. Major ones include:

- Instructional and special services for educationally deprived, migrant, and institutionalized children

- School library resources, textbooks, and instructional materials
- Guidance, counseling, and testing
- Innovative programs
- Bilingual, vocational, environmental, and ethnic education
- Education of the handicapped
- Help in overcoming educational disadvantages of minority group isolation
- Health and nutrition services
- Reading improvement
- Special classes outside regular school hours
- Services of teacher aides and program consultants
- In-service and pre-service teacher training

Part II of this handbook provides brief descriptions of programs operated by USOE that are open to private school students and teachers.

Know what the courts say.

Public assistance for educating children in private schools has been contested in the courts for decades. Some programs have weathered tests, basically because they assist all students, both public and private. This rule of thumb—the child benefit principle—emphasizes the constitutionality of public aid which benefits not the school, but the students or teachers. While most cases concerned State programs, the rulings have influenced the design of legislation for federal educational aid as well as legislation in States.

The U.S. Supreme Court first considered the issue of private elementary and secondary education in 1925 (Pierce v. Society of the Sisters of the Holy Names of Jesus and Mary). The high court overturned an Oregon law that required all children of ages 8 to 16 to attend public schools. The court affirmed the constitutionality of pluralism in education. Five years later, (Cochran v. Louisiana State Board of Education), Louisiana's law providing textbooks to public and private school pupils was held constitutional as advancing education in general. The Supreme Court established the secular purpose of legislation as the first of several guidelines for testing violations of the First Amendment guarantee of separation of church and State.

In 1947 came another landmark case (Everson v. Board of Education of Ewing Township, N.J.) for church-related private schools. It concerned New Jersey's reimbursement to all parents, including those with children in private schools, for students' bus fares to and from schools. That type of aid, the justices ruled, is constitutional; it benefits children, not the churches that operate their schools.

In subsequent cases (School District of Abington Township, Pa. v. Schempp, 1963; Board of Education of Central School District No. 1 [N.Y.] v. Allen, 1968; Walz v. Tax Commission of the City of New York, 1970), the high court drew together three tests to judge laws that aid church-related schools. To be constitutional, a law must have a secular purpose, must neither aid nor inhibit religion, and must involve no excessive governmental entanglement with religion.

The court in 1971 (Lemon v. Kurtzman) states: "Our decisions . . . have permitted the states to provide church-related schools with secular, neutral,

and nonideological services, facilities, or materials." Specifically deemed constitutional are bus transportation, school lunches, public health services, and secular textbooks supplied in common to all students, the court said.

In 1974 (Wheeler v. Barrera), the high court upheld a provision of Title I of ESEA that provides services to educationally deprived children in private as well as public schools. The justices ruled that public schools in Missouri must provide Title I services that are not identical, but "comparable in quality, scope, and opportunity" for participation of eligible private school children. The judges thus upheld the mandate for private students to benefit in Title I, largest of all USOE programs; but they avoided telling the State how to deliver those services.

The Supreme Court later in 1974 ruled out New Jersey's attempt to reimburse only private school parents for sums expended on secular textbooks and instructional materials. It also barred direct purchase of welfare services for private school pupils (Marburger v. New Jersey Public Funds for Public Schools; Griggs v. New Jersey Public Funds for Public Schools). These decisions, however, have not reduced the participation of private school students and teachers in Federal education programs.

The court has never distinguished private schools that are sectarian from those that are not. Hence, any private school administrator will find most procedures for Federal programs are the same for church-related and nonsectarian private schools.

Know major guidelines for all programs.

Because of court rulings and legislation, several guidelines apply to all programs in which private schools participate. State or local public school agencies, in designing programs to serve private school children, must provide guarantees of:

- No discrimination on grounds of race or sex
- Public employment and control of participating teachers
- Public ownership and control of materials and equipment
- No construction on private school premises
- No use of funds for religious worship or instruction
- Maintenance of effort, so that services supplement rather than supplant regular school programs
- Integrated groupings for programs, so that private and public school children are not identifiable

Know how services are delivered.

With local variations, services for private school students may be offered through one or more "delivery mechanisms":

- Sending public school teachers into private school classrooms
- Sending children to public school part-time (dual enrollment)
- Using educational television or radio
- Using mobile class units
- Loaning instructional materials and mobile equipment

Know how USOE aid is distributed.

Federal educational assistance is distributed two ways—as formula aid and as project grants or contracts. In the case of formula aid, Congress calls for the distribution of funds according to formulas which involve such factors as student numbers, local and State educational support, poverty concentrations, special needs of children, and racial, ethnic, and geographic distribution. By contrast, project grants or contracts are awarded on a competitive basis; under various programs, the competition may be national, regional, or State in scope. Congress specifies whether aid is distributed through project grants or contracts; contracts, which are coming into wider usage, allow USOE to specify the product or service expected.

Know forms of Federal aid.

A private school administrator needs to know how federal programs have run in the past and how they will operate in the future. The Education Amendments of 1974 provide for continuing many Federal education programs as "categorical aid," but also combine a number of programs in two types of "consolidated programs."

1. Categorical aid. Categorical aid is educational aid applied to a target area or priority by Congress. The Congress has established categorical aid programs to serve the educationally deprived, handicapped, bilingual, ethnic minorities, and other groups. It has also directed that funds meet such specific needs as improving school libraries and such services as counseling and testing, health and nutrition. In categorical aid programs, the functions of priority-setting and program-designing are performed at the Federal level, by Congress first, then by USOE and sometimes national advisory committees. Categorical aid is distributed by formula grants and by project grants or contracts. The largest number of USOE programs that affect private schools are categorical.

2. Consolidated programs for State management. The consolidation for state management is a combination of a number of existing programs. They will be funded through States and will allow more local decision-making about how funds should be spent. In the Education Amendments of 1974, Congress set broad priorities for the nation's schools to follow in these consolidated programs. They will operate in two parts under Title IV of the 1974 law:

- Part B is Libraries and Learning Resources. It combines three programs: ESEA Title II (School Library Resources, Textbooks, and Other Instructional Materials); part of ESEA Title III (relating to guidance, counseling, and testing), and most of Title III of the National Defense Education Act of 1958 (NDEA), which provides equipment and materials for broad instructional usage.
- Part C is Educational Innovation and Support. It consolidates the rest of ESEA Title III (innovative and exemplary solutions to educational problems); ESEA Title V (Strengthening State Departments of Education), and the dropout prevention and the health and nutrition portions of ESEA Title VIII.

As each part is "triggered," it will be phased in over a two-year period. Congress will determine when the consolidation starts—in 1975-76 (which is the 1976 Federal fiscal year) or later—by the level and timing of education

appropriations. In any year, individual programs are to be consolidated only if Congress meets the timing and funding level requirements it has set for itself. After the triggering of consolidation, if funding falls below certain levels, the components of Part B and/or Part C will revert to categorical aid programs.

Within broad priorities established by Congress and under state management, Part B will provide formula grants, based mainly on student population, through State educational agencies (SEA's) to local educational agencies (LEA's); LEA's are public school districts. LEA's will oversee funds for public and private schools within their jurisdictions. Part B allows public and private schools to select eligible materials separately or together if they wish. Sent to SEA's largely on the same student population basis, Part C funds will support competitive grants to LEA's. The LEA's are required to serve private as well as public students in Part C projects. The law requires States to award Part C grants "on an equitable basis recognizing the competitive nature of the grantmaking" and therefore helping LEA's in proposing and running programs. The State program consolidations carry mandates for serving private school children equitably. (See appendix A.)

3. Consolidated programs for USOE management (Special Projects Act). The second type of consolidation in the 1974 law is the Special Projects Act. Also authorized in Title IV, it will combine most of the discretionary funds of the U.S. Commissioner of Education. Some but not all discretionary programs are to end as distinct categorical programs by July 1, 1975, when most of the Special Projects Act starts.

This Federal program consolidation allows the Commissioner to approve competitive project grants and contracts to disperse up to $200 million annually—or less if Congress wishes. The Commissioner is required to spend half the funds in seven program areas designated by Congress, the other half in priorities of his choosing. The congressionally set priorities are metric education, gifted and talented children, community schools, career education, consumers' education, arts in education, and women's equity in education. Congress mandated the participation of private school children in gifted and talented children's programs and intended that they participate in the other programs under the Special Projects Act.

Know how Federal programs work.

It helps a private school head to know how Federal programs evolve from the congressional intent expressed in a law to program monies made available for pupils and teachers. In every case, the first step is passage of an authorization bill by Congress and its signature into law by the President. Next, appropriations acts passed annually provide levels of financing; they may or may not fully fund USOE programs. Once congressional appropriations are approved, USOE allocates funds accordingly among programs. To be operative, each federal education program must have final publication of Federal regulations, which interpret the legislation that created it. Federal regulations are published in the *Federal Register.*

Know procedures for assuring participation.

Two procedures exist for helping private school students to participate in USOE programs administered through the States:

1. Sign-off. The sign-off is an administrative procedure imposed by some States in some programs. It is intended to verify that LEA's have met their responsibilities regarding the required participation of private school officials and pupils in the design of a program. Each private school head performs the sign-off. Or one person may sign off for a number of private schools, but only if he is the legitimate representative of those schools. To be proper, the sign-off should be executed by individuals representing all private school students who might be affected. Sign-off attests that the private school sector has been involved and consulted in detail as a local school district draws a project application. It should signify that private school professionals and parents are involved, that needs assessments cover all pupils, and that services will be comparable for private and public school student. If an LEA simply notifies private schools that applications are being or have been drawn, that is misuse of sign-off and should be reported to SEA program officials. USOE in some cases also requires sign-off, from SEA's or LEA's seeking grants in programs that require private school participation.

2. By-pass. The by-pass is an administrative remedy that the U.S. Commissioner of Education can use to assure participation of private school children in some state-managed programs. By-pass allows the Commissioner to take over for the States in two cases: where state law bars equitable service or where local school districts have "substantially failed" to include qualified students at private schools in benefits of Federal programs. Where by-pass is invoked, the Commissioner reserves the share of the State's allotment that would serve private school children, and contracts with an independent agency to serve those children. USOE officials and private school leaders say by-pass has several problems—delays from state challenges, required hearings, possible court appeals, and added administrative costs. It should be used only as a last resort, they advise.

Before the 1974 law, by-pass existed for ESEA Title II (School Library Resources, Textbooks, and Other Instructional Materials) and for ESEA Title III (Supplementary Educational Centers and Services, Guidance, Counseling, and Testing). By-pass has been invoked because of State legal strictures for Title II in Nebraska and Oklahoma, and for some Title III services in Nebraska and Missouri.

In the 1974 law, Congress extended by-pass, with standard procedures to invoke it. (See appendix A.) By-pass is extended to ESEA Title I (Educationally Deprived Children), the consolidated programs for state management (Parts B and C of Title IV of the 1974 law), and the National Reading Improvement Program (Title VII of the 1974 law). Despite its problems, Congress viewed by-pass as a way to work out problems arising from the inability or unwillingness of State or local education officials to include private school children in benefits of Federal education programs. A

March 29, 1974, report of the Senate Committee on Labor and Public Welfare (Senate Report 93-763, page 63) advises:

> (The committee) . . . "intended to provide a speedy and efficient mechanism to resolve disagreements concerning the administration of Office of Education programs so that aggrieved parties are not forced to go to court for years of protracted litigation, as is now the case . . . For example, if a forum had been provided for an administrative determination of the Commissioner's responsibility to act in cases where nonpublic school children are allegedly not receiving equitable treatment in Federal programs, the lengthy and expensive litigation of *Barrera* v. *Wheeler* (sic) would probably not have been necessary."

B. Responsibilities of the Private School Administrator

Federal education programs have three major roles for schools: as applicants, as planners, and as beneficiaries. Because of regulatory procedures established to conform to the U.S. Constitution, private schools—church-related or not—usually are ineligible to apply directly for Federal education programs. Their access generally is through applications made by public agencies. In most cases, the legal applicant is an LEA, which is the local public school district where a private school child "would or could" be enrolled. In these cases, LEA's are required to apply, receive funds, administer programs, arrange for participation of private school students, and hold title to materials and equipment. In some programs managed by USOE, the law states that "private nonprofit agencies" may apply; these include private schools.

Private schools are eligible to participate in planning Federal programs run by their LEA's, from needs assessments to design and evaluation. That role is often more than one of eligibility; it is mandatory for LEA's to involve private school professionals and parents in the planning processes of a number of programs. While the onus rests upon the LEA, any initiative taken by a private school administrator, including the collection of data, will be to the students' benefit.

Though private schools are not usually eligible applicants, they are eligible to receive or borrow from public agencies, on behalf of private school students and teachers, federally funded services, equipment, and materials, and only for fiscal 1975, financial loans.

Know general responsibilities.

1. Groundwork.—USOE officials and private school heads actively involved in programs administered by USOE agree that good groundwork is vital. It involves establishing regular lines of communications with local public schools. It pays to meet, either singly or in groups of private school administrators, with State program coordinators. SEA program coordinators are the agency watchdogs for private school participation. That type of contact provides access to technical assistance, legal guidance, and intervention if problems arise with local public school officials—if the State in law and practice encourages private school involvement in Federal programs. For States where attitudes or laws bar assistance, the private school administrator is

encouraged to form such ties with personnel in USOE regional offices, the nearest reference point for legal questions. Also, USOE program offices in Washington often assign officials to geographic regions; they are valuable contacts too.

2. Initiative.—Take the initiative. Private school administrators should be involved in planning programs as early as possible to avoid later problems. In working with local public schools, provide data required for valid assessments of students' needs. Such statistics are more readily available in public schools than for most private school pupils, experience has shown. A private school head must gather data on students' needs if they are to be included in a program. If problems arise, statistics are the best evidence for supporting a claim as to the extent of services that should be provided.

The private school administrator should profer professional help for designing programs. A school administrator or staff member should be clearly identified as the private school contact for working with public schools. Parent councils required for some programs must include parents of private school pupils. A private school administrator should identify candidates and work for their appointment or election to parent advisory councils. Qualities that make parents most effective on the councils include reason, cooperation, knowledge, and willingness to stress that properly drawn programs should and do benefit both public and private school children.

Participating in Federal programs requires a private school administrator's active involvement in assuring delivery of services to children. There are matters related to scheduling, location of classes, assignment of teachers, borrowing of books and materials, and other administrative tasks that require time and attention.

One duty is solely that of the private school administrator. A private school involved in a USOE program must offer required proofs of its lack of discrimination on the basis of race or sex, and in some cases, its educational and/or nonprofit status. Where private schools are eligible to apply directly for project grants and contracts, they may come under pending regulations about keeping student records confidential and guaranteeing parental access to them.

In the areas of non-discrimination, the local education agency signs forms attesting to conformance of any private school whose children are serviced at the private school site. A private school's participation in a USOE program opens it to audits and monitoring by Federal civil rights officers. Also, if a private school is found to discriminate, that finding may jeopardize Federal education funding for an associated LEA, under past practice.

3. Evaluation and monitoring.—Ongoing evaluation of Federal programs and willingness to make changes for improvements also are required of private school administrators. For such tasks, they may call on professional staff, parents, and where programs include them, program coordinators hired by public schools. Even where public and private cooperate well in Federal programs, private school parents and staff do most of the local monitoring of programs for their children.

Know where to obtain help.

A private school administrator working with USOE programs may seek help from many sources. As mentioned before, program officials at local, State, regional, and Federal levels may provide information and expert help. USOE and several States have officials acting as contacts for nonpublic school services. (See Appendix B.) State and national organizations for private schools exist for most of private elementary and secondary education in the United States. In addition, the Council for American Private Education and broad-based groups in several states serve as contact points at the national and State levels. (See appendix C.) Private school groups and SEA's offer workshops, handbooks, and other informational services. Private school administrators also may attend Federal-State conferences aimed at them.

While this handbook is a digest tailored for private schools, more general program listings are available in the *Catalog of Federal Education Assistance Programs* and the USOE *Index of Programs*. Both list programs by their federal catalog numbers and by commom subject titles.

It is vital for a private school administrator to be sure that information given by public education officials—especially on a person-to-person basis—is accurate. If advice or an opinion is given orally, a private school head should ask to see it in print or in written form. Congress requires that all rules for programs be in writing—specifically in regulations printed in the *Federal Register*. Guidelines, which are intended to further simplify regulations, also must be printed there.

The *Federal Register* is the single most important working tool for involvement in Federal education programs. Published weekdays and indexed monthly, the *Register* is available for $45 annually from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Small schools may find copies at most public libraries; specific issues on programs of interest may be obtained from State or USOE program offices of Congressional offices.

The *Federal Register* is the sole legal source of regulations for any Federal program. Before each program becomes effective, the *Register* prints a notice of proposed rule-making, with a draft of regulations and closing date for public comments. Amended regulations are printed later and become final usually in 30 days, unless Congress asks for revisions. The consolidated State programs, Special Projects Act, and by-pass procedures will go through this process.

The *Register* also provides vital information for programs with project grants awarded from Washington. Regulations for judging applications and for funding, as well as any guidelines, are included in the same fashion—first in proposed form, then in final form. In the third section of the *Register* are deadline announcements and mailing instructions for applications for project grants; the section also supplies the dates of previously printed, pertinent regulations for the program.

For contracts under discretionary programs, similar information—regulations, guidelines, and deadlines for requests for proposals—are printed once in *Commerce Business Daily*. Also sold by the Government Printing Office, at $63.50 annually, *Commerce Business Daily* is available at

public libraries, business offices of colleges, and industries that seek government contracts in education and other areas.

For USOE programs funded through States, State plans and State guidelines are written reference points for learning program priorities, funding, and application procedures. State program coordinators may help interpret them.

For access to the most up-to-date information, it helps to be included on regular mailing and meeting lists. Often when private schools are omitted, the public education agency simply has no regular system for providing information to them.

Know how to appeal for help.

Particularly important for a private school administrator newly involved in Federal programs is to know how to appeal for help. An axiom in working with local and SEA officials is to approach professionals first, political figures later, if at all. The public school superintendent and local program coordinator are key contacts. Approaching them first, rather than the public school board members, avoids antagonizing two key persons. Likewise, at State levels, program professionals should be contacted first, members of state advisory boards or state legislatures only if necessary. There are private school organizations at both national and State levels which may help. Some private school groups have national organizations and are also members of the Council for American Private Education. Some private school groups have State organizations. In some States, private schools of different types work together in broad-based State groups.

In appeals to the Federal level, the first place to turn is to national private school groups. Also, an administrator may turn directly to program officers or their superiors in USOE regional offices or Washington. The USOE Director of Nonpublic Educational Services, who reports directly to the Commissioner, may help with appeals. Or a letter to a member of Congress often will be referred through proper channels and handled with some dispatch, USOE program officials advise.

Focus energy wisely.

Applying for Federal programs takes time and energy and some specialized knowledge. Since the demands on a school head's time and energy are heavy, it is wise, according to experienced administrators, to determine priorities carefully and focus on programs offering the largest returns in benefits to students.

Some programs are structured and funded for wide access for private as well as public schools. ESEA Title II (School Library Resources, Textbooks, and Other Instructional Materials) is an example of formula grant programs with wide access. Other programs are competitive at Federal or State levels. There, project or contract applications are judged not only on the value and size of programs, but perhaps for distribution geographically, ethnically, or racially. For projects under discretionary programs, the competition will be more intense and the funding less than for a formula grant program, experienced administrators advise.

Informal polls reveal many church-related and independent schools participate in a variety of programs under USOE, other Federal agencies, and

their States. ESEA Title I is widely used; for the educationally deprived, it is USOE's largest program. ESEA Title II has the largest percentage of private school involvement of any USOE program; it provides library and media resources under State plans. ESEA Title III, for innovative programs, has drawn a share of private school participation. Outside USOE, the Department of Agriculture's school lunch, milk, and breakfast programs are popular. (For other Federal programs, see appendix D.) And most States have programs of their own that benefit children wherever they attend schoo .

C. Participation in LEA-Managed Programs

ESEA Title I serves as a good example of private school involvement in Federal programs that are locally operated. It shows a range of available services, working relationships with local public school officials, and possibilities for packaging Title I with other programs. Title I most prominently expresses the child benefit principle. It provides extra instructional and auxiliary services to private and public school children who are educationally deprived.

Title I services must always be supplementary, adding to the basic educational program offered by the school, not supplanting or replacing it. Title I services must stress academic skills such as reading, writing, and mathematics. And services, equipment, and materials are permitted to go only to children eligible for Title I and only as part of specific Title I projects. Following is an illustrative list of supplementary service approaches permitted under Title I:

in-service training for teachers of the deprived
supervisory personnel and full-time specialists for improving instruction and providing related pupil services
institutes for training teachers in special skills
programs to train teacher aides
supplementary instructional materials
curriculum materials centers for deprived children
special classes for physically handicapped, disturbed, or socially maladjusted children
preschool training programs
remedial programs, especially in reading and mathematics
programs on Saturday mornings and during summer months
programmed instruction
instructional media centers to provide modern equipment and materials
English programs for non-English speaking children
special audio-visuals for deprived children
programs for early identification and prevention of dropouts
increased guidance services for pupils and families
early identification of handicapped children
supplemental health and food services
language labs, science and reading labs
school health, psychiatric, and psychological services
provision of clothing, shoes, and books where necessary
preschool pupil transportation

equipping elementary classrooms for TV and radio instruction
purchase of recordings and tape recorders for use by the deprived
mobile learning centers
educational summer camps for the deprived
summer school and day camp
summer programs for developing language skills
shop and library facilities open after regular hours
work experience programs
field trips for cultural and educational development
home-oriented bookmobiles
after school study centers

Liaison with local public schools is vital in Title I. Liaison includes simple cooperation, coordination, and communication with public school officials. A private school administrator or designated staff member should act as contact with the public school superintendent or local Title I coordinator. A one-to-one relationship provides many benefits on both sides: sharing of expertise, consultation on mutual problems ranging from enrollment shifts to snow days, and building regular lines of communication. Title I requires parent advisory councils at two levels—district-wide and for each public school with a Title I program. Private school parents whose children are in Title I programs should be included in the advisory councils of public schools which operate those programs, as well as district advisory councils. A private school administrator should encourage the selection or election of private school parents who will be active and informed members of parent advisory councils, experienced school leaders advise. Some encourage Title I parents whose children are enrolled in private schools to form their own councils as well.

Title I is federally funded, State administered, and locally operated. Each year, USOE determines eligible counties (by poverty formulas required by Congress) and allocates money to each State education agency (SEA) for all its eligible counties. SEA's then suballocate; they divide each county's share among public school districts within the county.

Determining which public school "attendance areas" are eligible and within them, which students—public and private—is the responsibility of public school officials. Throughout those determinations, however, Title I requires public school officials to involve professionals and parents from the private school sector. A USOE handbook for State and public local school officials, "Title I ESEA, Participation of Private School Children," is helpful to private school administrators too.

For Title I, private schools should start participating where local public schools do—in applying the two criteria to identify eligible students. To benefit in Title I programs, a child must reside in a low-income area and also be educationally deprived.

In the annual determination of Title I project areas, each public school district is divided into school attendance areas. Those where concentrations of low-income families are higher than the district average qualify as Title I project areas. Qualifying attendance areas are ranked by their concentrations

of children from low-income families; then those with the highest concentrations are actually chosen for Title I projects. The private school head should be aware of low-income areas, from school and community sources. The administrator should check how Title I project areas are chosen to be sure that proper districts and proper children are served.

Once project areas are selected, a private school head should help determine which children living in those areas are educationally needy. Education deprivation means a child is behind his age group in school because of economic, social, language, or cultural problems. All children who "would or could" attend an eligible Title I school should undergo assessments for educational need. Needs assessments by tests or other means must be comparable, but not necessarily identical, for public and private school children. The aim, by law, is to identify those children with the greatest need—regardless of whether they are in public or private schools and regardless of whether their parents pay tuition.

To assure that students from private schools participate in Title I programs, cooperate—in fact, volunteer all the data and assistance possible. Next, help in designing types of services to be provided. Regulations say services need not be identical, but must be "comparable in quality, scope, and opportunity" for participation of private school pupils. As indicated earlier, there are several means of delivering services. Title I may not be used to pay the salaries of private school employees. However, a public school teacher may teach private school students in Title I programs, either at the public school or at the private school. Services also may be delivered through educational TV and radio or by use of mobile classrooms. For teaching or staffing for Title I, nothing prevents hiring a member of a religious community or other staff member from a private school as a public school employee.

Constitutions or laws of some States prohibit some or all of these approaches: dual enrollment (part-time at the public school); public school teachers performing services on private school premises; loans of books or equipment for use on private school premises, or transportation of private school pupils. In most States, public and private educators cooperate with Title I approaches that are permitted.

To assure effective participation, some States have a sign-off for Title I. If it exists, the private school head should sign off only if the private school pupils' needs actually are assessed and if programs are designed in consultation with private school officials and parents.

One hint: Put expectations about Title I services and delivery means (for instance, a reading teacher three days a week) in writing to the public school superintendent and/or Title I coordinator. Such a letter may avoid misunderstandings on either side; it may prevent changes later without further consultation.

Use private school staff and parents to monitor Title I programs. If problems arise, have complaints channeled first to the private school head, then the public school superintendent or program coordinator. Follow the chain of command; go through professional channels and local parent

councils before turning to State or Federal officials. Also, check with other private school heads and organizations to learn their experience and to work together on problems.

State Title I coordinators provide technical assistance and legal guidance, review and approve or disapprove applications, monitor programs, and act as an avenue for appeals. Local problems are the concern of State coordinators, who are responsible for seeing that State-approved Title I projects serve private school students "on an equitable basis."

If a State coordinator fails to correct a complaint, the private school head may direct complaints either to the U.S. Commissioner of Education or the Director of the Division of Education for the Disadvantaged, which oversees Title I. Program officials from USOE monitor State administration of Title I programs each year. USOE program offices also offer guidance for local monitoring of Title I.

Where problems remain—because of State laws or aversion to serving pupils in private schools—those schools have recourse to by-pass. New by-pass regulations will determine the ease or difficulty of asking the Commissioner to provide direct Title I services by contracted agencies. For Title I, by-pass could be invoked on a state-wide basis or for any one of 16,000 individual public school districts across the country involved in the program.

D. Participation in SEA-Managed Programs

Through a study of how ESEA Title II operates, a private school head will find the pattern of relationships with a State education agency (SEA) that will carry over into new consolidated programs for State management. ESEA Title II (School Library Resources, Textbooks, and Other Instructional Materials) operates as a distinct categorical aid program until consolidation is triggered and fully operative.

Since 1965, Title II has been a bridge between public and private schools. Of USOE's programs, it has the largest participation—90 percent—of private school children. It operates under State plans and, in 42 States, State advisory committees.

The Title II State plan sets criteria for relative need and must ensure equitable service for private school children. It allots proportions of funds to school library resources, textbooks, and other printed and audio-visual instructional materials. The state plan sets criteria and assigns responsibility for selection, the procedures for acquisition and cataloging, and methods of distribution designed to assure equal access for private school pupils.

Title II materials are expected to last more than one year, must be owned and inventoried annually by LEA's, and must never be used for religious worship or instruction. They are supplied only on a loan basis to private schools.

Each year, Title II funds are distributed to States on the basis of student enrollments. State plans determine how funds are distributed to LEA's and private schools within their borders. The basis of distribution must be need for the materials, the law says; in practice, some State plans provide for a kind of per capita distribution.

For private schools, assistance is available from State Title II coordinators and private school representation on State advisory councils. Monitoring the State plan and seeking membership on State advisory committees are wise practices for private school heads interested in Title II. The State tie is vital; by law, if a local school district does not participate in Title II, the SEA must arrange for service for private school pupils—either directly or through a nearby LEA.

The key participation of private schools—in State planning and in advisory council membership—will continue in consolidations for State management of Part B (Libraries and Learning Resources) and Part C (Educational Innovation and Support). The consolidations will operate under long-range general State plans and annual program plans. Both by law must have assurances of "equitable participation" of children in private schools. They will specify how funds are distributed after each LEA does a census of the student population, including all children aged 5 to 17 without regard to whether they are in public, private, or no schools. Part B funds from the State will go to LEA's largely on a student population basis. Private schools will set their own priorities for use of funds, to be administered for them by the LEA's. In Part C programs, LEA's will compete for project grants, to serve private as well as public school students.

Parenthetically, Part B opens wider access for private school children. It permits loans of instructional materials and equipment for all school children (as was permitted only to public school children previously under NDEA Title III).

E. Participation in USOE-Managed Programs

Though it ends June 30, 1975, Section 306 (Preschool, Elementary, and Secondary Education—Special Programs and Projects) of ESEA Title III is the Federal discretionary program probably best known to private school heads. It is an example of the style of relationships with LEA's and USOE that will be necessary for private schools participating in the Special Projects Act programs.

For Title III, Section 306 programs, 15 percent of Title III funding for allocation to States is set aside for the U.S. Commissioner of Education to grant directly for exemplary projects he selects. LEA's, which may apply for Section 306 project grants, are required to include provisions for serving private as well as public school children.

Procedurally, each year USOE lists areas of the greatest national need as priorities for Section 306 projects, to guide local education agencies in developing projects. Proposals—whose planning must involve broad representation of an area's cultural and educational resources, including private schools—are submitted to the Commissioner and the SEA simultaneously. Review and recommendation by the SEA are required before the Commissioner approves a project. USOE requires projects to be innovative or exemplary, with measurable objectives, sound planning, and economic feasibility. Projects also must increase educational opportunities in the service area and be capable of being spread and copied.

For the Special Projects Act, priorities also will be national in scope and origin. The Commissioner may give grants and contracts in competitions in

the seven Congressional priority areas; he must award only contracts in priority areas he chooses to establish. Private schools may participate through application by LEA's or, in cases where "private, nonpublic agencies" are eligible, possibly may apply directly. USOE officials advise a private school head to query the Commissioner in advance or submit a "preapplication" if such is required in notices in the *Federal Register* or *Commerce Business Daily*. Advance inquiries may help direct a private school head to approaches that USOE favors.

In cases of direct applications, a private school head will apply to the USOE Applications Control Center, the clearinghouse for almost all USOE-managed program applications. No applications of this type go to the program office, unless regulations say so specifically.

*Mail to the USOE Applications Control Center should be addressed to: 400 Maryland Avenue, S.W., Washington, D.C. 20202 and marked "Attention: Federal Catalog No. _____" with the appropriate program number. The Center acknowledges receipt of applications within 15 days and keeps track of their progress through review and awards channels. Notices of application deadlines for programs—in the *Federal Register* or *Commerce Business Daily*—include deadlines for mailing or hand-delivering the applications. The Center holds strictly to deadlines, but prior to deadlines, will notify proposal-makers if an application is incomplete. The most common omission occurs because applications are submitted in photostatic form. That is permitted; but signatures on each application must be original, not machine-copied.

F. Other Federal and State Aid Opportunities

Many Federal education programs are administered by Federal agencies other than the Office of Education. Appendix C of this handbook provides a guide to those open to private school participation.

Popular among the non-USOE programs are the Department of Agriculture's programs for subsidizing school lunches, milk, and breakfasts. The programs under five regional offices of Agriculture's Food and Nutrition Services operate through SEA's or, in 18 States, directly from regional offices because of State laws.

The National School Lunch Program provides reimbursements for a private school varying currently up to 17 cents per meal served to meet certain standards. Participating schools are required to offer free lunches to needy students, at reimbursement of as much as 75.5 cents per meal served. The milk program provides 5 cents reimbursement for a half pint of milk served outside lunch or 10 cents for two daily servings of milk in schools without food service. The breakfast program has basic subsidies of 8.75 cents; participating schools are required to serve free breakfasts to needy students, with reimbursement up to 45 cents each. Reimbursement rates for all three programs are subject to change after semi-annual recalculations. Private schools, separately or with public schools, use many systems for sharing in preparation and delivery of food services under the Federal programs. Regional offices of the Food and Nutrition Service provide technical assistance upon request.

*Refers to USOE Applications Control Center

Some States also provide services of their own for children in private as well as public schools. Surveys show a range of services: textbooks and instructional materials, pupil transportation, health and welfare services, testing, aid to the handicapped, orphaned, deaf, or blind children, driver education, services for the educationally disadvantaged, teacher retirement, subsidized lunches, innovative program grants, released time, dual enrollment, and leasing of nonpublic school facilities. USOE plans to distribute a handbook on State programs of assistance to private school students and teachers by early 1975.

G. Glossary

Advisory council (or committee)

A group appointed under legislative or regulatory authority, to provide advice, consultation, or counsel in areas of educational concern.

Allocation

Amount of money actually set aside for use by USOE, a State, or local school district. (Also see Appropriation and Authorization.)

Application

Legal document by a local school district, State, or group (sometimes by a private school) that is submitted for approval to a State agency or USOE.

Appropriation

Amount of money made available by the U.S. Congress to support a national program.

Attendance area

Geographic area usually served by a particular school.

Authorization

Maximum allowable amount which Congress could appropriate for a national program.

By-pass

An administrative mechanism of the U.S. Commissioner of Education to assure participation of private school children in SEA-managed programs where he finds States or local school districts unable or unwilling to provide equitable services. In such cases, after meeting procedural requirements, the Commissioner may contract with a private agency to provide services for otherwise eligible students enrolled in private schools.

Categorical aid

Educational support funds provided by Congress and earmarked for a given purpose.

Dual enrollment

Arrangement for a pupil to attend two schools concurrently.

Educationally deprived child

A child who is behind in school, who is not doing the schoolwork expected at his age because of economic, social, language, or cultural problems.

Elementary and Secondary Education Act of 1965 (ESEA)
Omnibus Federal education act which, among other things, provided for helping educationally deprived children, expanding school library services, and establishing innovative programs. Later amendments provided for bilingual education and education of the handicapped.

Grant
Amount of money given to an agency for a particular purpose.

LEA
See Local education agency.

Local education agency (LEA)
A board of education or some other legal authority having administrative control over public education in a county, township, or school district.

Monitoring
Checking or overseeing to be sure Federal and State rules are followed.

National Defense Education Act of 1958 (NDEA)
First Federal act administered by USOE to provide educational benefits for children in private as well as public schools.

Needs assessment
Study of a child's educational problems and how they can be solved.

Nonpublic school
See Private school.

Planning
Selection or identification of overall, long-range goals, priorities, and objectives, and formulation of courses of action (in terms of needs and relative costs and benefits) and choice of courses to pursue.

Private school
As used in this handbook, an elementary and/or secondary school, not under the jurisdiction of a public school board, which meets Federal regulations against discrimination on the basis of race or sex.

Public school
An elementary and/or secondary school operated and controlled by publicly elected or appointed school officials and supported primarily by public funds.

Regulations
Federal rules published in the *Federal Register,* which become effective a specified time after publication. They usually explain or expand part of the law. For some USOE programs, States also issue regulations, which must not conflict with Federal regulations or law.

SEA
See State education agency.

Sign-off

An administrative procedure required by some States for some programs, also required by USOE for some State-connected programs, to assure that requirements for private school participation and other program components are met.

Special Projects Act

Consolidation under Education Amendments of 1974 of most discretionary programs and funds of the U.S. Commissioner of Education.

State education agency (SEA)

The agency responsible for supervising public elementary and secondary education in the State.

Technical assistance

Expert help.

PART II

USOE Programs

USOE programs for private school participation follow in order of their numbering in the *Catalog of Federal Domestic Assistance Programs* and the smaller *Catalog of Federal Education Assistance Programs.* In Federal catalogs, programs administered by USOE are between 13,400 and 13,599. The sample shows the format for explaining programs.

Number Name of Program

Explanatory Sample
13.403 - Bilingual Education (ESEA Title VII)
13.410 - Dropout Prevention
13.420 - Drug Abuse Prevention
Educationally Deprived Children (ESEA Title I)
13.428 - formula grants to LEA's
13.429 - migrants
13.511 - urban and rural schools (Part C) - ends June 30, 1975
13.512 - special incentive grants (Part B)
13.433 - Follow Through

Education of the Handicapped
13.449 - formula grants to states (Part B)
13.444 - early childhood education (Part C)
13.445 - deaf-blind centers (Part C)
13.447 - physical education and recreation research (Part E)
13.451 - teacher training (Part D)
13.452 - teacher recruitment and education (Part D)
13.520 - specific learning disabilities (Part G)
new - regional education programs
13.460 - Guaranteed Student Loan Program
13.470 - Student Loan Cancellations
13.471 - National Direct Student Loans
13.479 - School Equipment Loans to Nonprofit Private Schools (NDEA Title III, Section 305) - ends June 30, 1975
13.480 - Library Resources, Textbooks and Other Instructional Materials (ESEA Title II)
13.483 - Strengthening Instruction Through Equipment (NDEA Title III - for public schools only before consolidation)
13.488 - Talent Search
13.489 - Teacher Corps
13.492 - Upward Bound

Vocational Education
13.493 - formula grants to states
13.494 - consumer and homemaking

Number Name of Program

13.495 - cooperative education (Part G)
13.499 - special needs - from Section 101(b)
13.502 - innovation (Part D)
new - bilingual vocational education
13.516 - Special Programs and Projects (ESEA Title III, Section 306)
13.519 - Supplementary Educational Centers and Services; Guidance, Counseling, and Testing (ESEA Title III)
13.522 - Environmental Education
13.523 - School Health and Nutrition

Emergency School Aid Act
13.525 - project grants to LEA's
13.528 - bilingual education projects
13.530 - educational television program development
new - teaching of mathematics
13.533 - Right to Read
(National Reading Improvement Program)
13.535 - Indian Education - Special Programs and Projects
13.539 - Basis Educational Opportunity Grants
13.543 - Educational Opportunities Centers
13.549 - Ethnic Heritage Studies

Program Descriptions

13.xxx SAMPLE

AUTHORIZATION: Original law and other pertinent legal references by common name and Public Law (P.L.) citation. Also program changes, terminations, or consolidations, if any.
OBJECTIVES: General aims of programs as they apply to private schools.
WHO MAY APPLY: How a private school participates.
DESCRIPTION: Funding form (formula grants or project grants and/or contracts). Also, program level of management (LEA's, SEA's, or Washington).
INFORMATION: Sources for printed materials, regulations, forms, and technical help.
WHERE TO APPLY: All levels requiring applications.
USOE Applications Control Center * refers to mailing instructions on page 16.
ADVISORY COUNCIL: National advisory council, if any.
RELATED PROGRAMS: Connected services, if any.

13.403 BILINGUAL EDUCATION

AUTHORIZATION: Bilingual Education Act (P.L. 90-247), Title VII, as amended; Education Amendments of 1974 (P.L. 93-380), Section 105.

OBJECTIVES: To develop and operate new or proven bilingual programs, services, and activities to meet special educational needs of children aged 3 to 18 (and low-income parents) who have limited English-speaking ability and whose environments are non-English dominated.

WHO MAY APPLY: LEA's - private schools participate through LEA's.

DESCRIPTION: Project grants from Washington, for one year with a five-year commitment: to develop and acquire multi-disciplinary curricula to use in integrated class settings. Community involvement is required; 77 percent of projects have been for the Spanish-speaking.

INFORMATION: LEA's, SEA's, and Director of Bilingual Education Office, Bureau of Elementary and Secondary Education, USOE, Washington, D.C. 20202.

WHERE TO APPLY: SEA and USOE Applications Control Center.*

ADVISORY COUNCIL: National Advisory Council on Bilingual Education.

13.410 DROPOUT PREVENTION

AUTHORIZATION: ESEA of 1965 (P.L. 89-10), Title VIII, Section 807; due for consolidation for state management under Education Amendments of 1974 (P.L. 93-380), Title IV, Part C.

OBJECTIVES: To develop and demonstrate educational practices to reduce dropouts.

WHO MAY APPLY: LEA's - private schools participate through LEA's.

DESCRIPTION: Limited number of project grants from Washington; under consolidation, one demonstration project in each state to use innovative methods and materials to reduce the school dropout problem, under state plans.

INFORMATION: SEA and Dropout Prevention Program, USOE, Washington, D.C. 20202.

WHERE TO APPLY: Until consolidation, SEA and USOE Applications Control Center.* After consolidation, state educational agency.

13.420 DRUG ABUSE PREVENTION

AUTHORIZATION: Drug Abuse Educational Act of 1970 (P.L. 91-527); Alcohol and Drug Abuse Educational Act Amendments of 1974 (P.L. 93-422).

OBJECTIVES: To develop leadership teams to coordinate drug abuse prevention in schools and communities.

WHO MAY APPLY: LEA's with private schools and community leaders.

DESCRIPTION: Project grants and contracts from Washington: average of $3,500 for 5 to 7-member community teams with one youth, teachers, and proven community leaders to train at five USOE Drug Training and Resource Centers across the country; also, average of $10,000 for same training for 5 or 6-member school teams of educational personnel, including partial salary for one as coordinator of school and community prevention efforts.

INFORMATION: Drug Education Program Office, USOE, Washington, D.C. 20202.

WHERE TO APPLY: USOE Applications Control Center.*

13.428 EDUCATIONALLY DEPRIVED CHILDREN

AUTHORIZATION: ESEA of 1965 (P.L. 89-10), Title I, as amended; Education Amendments of 1974 (P.L. 93-380), Section 101.

OBJECTIVES: To expand and improve educational programs to meet needs of educationally deprived children who live in low-income areas.

WHO MAY APPLY: LEA's - private schools participate through LEA's.

DESCRIPTION: Formula grants to States at county level, suballocated by states to LEA's: to provide wide range of supplemental and auxiliary services to educate children who are behind their age level and who live in low-income areas. Choices of services and delivery mechanisms are made locally; LEA's must consult private schools about providing "comparable" opportunities for children enrolled there. See page 11 of this handbook for details.

INFORMATION: LEA's, SEA's, and Director of Division of Education of the Disadvantaged, USOE, Washington, D.C. 20202.

WHERE TO APPLY: State educational agency.

ADVISORY COUNCIL: National Advisory Council on Education of the Disadvantaged.

RELATED PROGRAMS:

13.429 - Educationally Deprived Children - Migrants
formula grants to LEA's, including children in private schools

13.511 - Special Grants for Urban and Rural Schools (Part C) (ends June 30, 1975)
formula grants to LEA's with State's highest low-income concentrations

13.512 - Special Incentive Grants (Part B)
formula grants to LEA's in States exceeding national effort index

13.433 FOLLOW THROUGH

AUTHORIZATION: Economic Opportunity Act of 1964 (P.L. 88-452), as amended.

OBJECTIVES: To sustain and augment in primary grades the gains that children from low-income families make in Headstart and other preschool programs.

WHO MAY APPLY: LEA's, in rare cases, community action agencies - private schools participate through both.

DESCRIPTION: Project grants from Washington: to provide supplementary instruction and auxiliary services for primary classes, half required to be Headstart graduates, in low-income areas.

INFORMATION: Director of Follow Through Division, USOE, Washington, D.C. 20202.

WHERE TO APPLY: USOE Applications Control Center.*

13.449 HANDICAPPED PRESCHOOL AND SCHOOL PROGRAMS (PART B)

AUTHORIZATION: Education of the Handicapped Act (P.L. 90-247), as amended; Education Amendments of 1974 (P.L. 93-380), Titles VI, Part B.

OBJECTIVES: To support, through States, the improvement of educational and other services to provide full educational opportunities for all handicapped children.

WHO MAY APPLY: SEA's apply to Washington; LEA's apply to SEA's - private schools participate through LEA's.

DESCRIPTION: Formula grants through SEA's, increased sizably only for fiscal 1975: aid to schools in participating States to meet objectives, including early identification and assessments of handicaps of children before age 3.

INFORMATION: SEA and Bureau of Education for the Handicapped, USOE, Washington, D.C. 20202.

WHERE TO APPLY: State educational agency.

ADVISORY COUNCIL: National Advisory Council on Education of the Handicapped.

RELATED PROGRAMS: (All competitive and open to private schools)

- 13.444 - early childhood education (Part C) - project grants from Washington
- 13.445 - deaf-blind centers (Part C) - services subcontracted to private schools
- 13.447 - physical education and recreation research (Part E)
- 13.451 - teacher training (Part D) - pre-service and in-service training
- 13.452 - teacher recruitment and education (Part D)
- 13.520 - children with specific learning disabilities (Part G)
  - regional education programs (new in fiscal 1975 under P.L. 93-380)

13.460 GUARANTEED STUDENT LOAN PROGRAM

AUTHORIZATION: Higher Education Act of 1965 (P.L. 89-329), Title IV, as amended.

OBJECTIVES: To guarantee loans from authorized private lenders to cover expenses of postsecondary education.

WHO MAY APPLY: Students accepted for enrollment at least on a half-time basis at eligible postsecondary schools.

DESCRIPTION: Guaranteed insured loans to students: loans up to $2,500 annually, to be repaid in 5 to 10 years at 7 percent interest, starting nine months after undergraduate and/or graduate schooling ends or after three years' service in the military, Peace Corps, or VISTA.

INFORMATION: Eligible institutions of postsecondary education, USOE regional offices, and Director of Insured Loans, Bureau of Higher Education, USOE, Washington, D.C. 20202.

WHERE TO APPLY: Directly to private lending agencies.

13.470 STUDENT LOAN CANCELLATIONS

AUTHORIZATION: NDEA of 1958 (P.L. 85-864), Section 208, as amended.

OBJECTIVES: To reimburse higher education institutions for their share of National Defense Student Loans (and National Direct Student Loans) that are partially canceled for recipients who become teachers or fully canceled for teachers of pupils from low-income families or handicapped students.

WHO MAY APPLY: A private school may apply for higher cancellation rates for teachers of students from low-income families, if the school has students either in or eligible for ESEA Title I programs, and for higher cancellation rates for teachers of the handicapped. Annual application is made to SEA's; partial forgiveness for all teachers for National Defense Student Loans made before June 30, 1972, is automatic, requiring no action by private schools.

DESCRIPTION: Loan forgiveness at varying rates; automatic 50 percent forgiveness at 10 percent annually for teachers who took National Defense Student Loans prior to fiscal 1974; higher rates for full cancellation in 5 to 7 years, upon application by schools and SEA's, for teachers of students eligible for Title I or handicapped children.

INFORMATION: SEA's, USOE Regional Director of Higher Education, and Office of Guaranteed Student Loans, USOE, Washington, D.C. 20202.

WHERE TO APPLY: State educational agency.

13.471 NATIONAL DIRECT STUDENT LOANS

AUTHORIZATION: NDEA of 1958 (P.L. 85-864), Section 201, as amended.
OBJECTIVES: To establish loan funds at eligible institutions of post-secondary education for needy students.
WHO MAY APPLY: Students accepted for enrollment at least on a half-time basis at participating institutions, which match $1 for every Federal $9.
DESCRIPTION: Direct payments to institutions: for 10-year loans to students at 3 percent interest, repayable starting nine months after completion of schooling, for applicants selected by participating institutions.
INFORMATION: Participating institutions; also USOE regional offices.
WHERE TO APPLY: Student aid offices of participating institutions.

13.479 SCHOOL EQUIPMENT LOANS TO NONPROFIT PRIVATE SCHOOLS

AUTHORIZATION: NDEA of 1958 (P.L. 85-864), Title III, Section 305; ending after June 30, 1975, because of consolidation for State management under Education Amendments of 1974 (P.L. 93-380), Title IV, Part B.
OBJECTIVES: To provide loans to nonprofit private schools for acquisition of equipment for use in academic subjects and minor remodeling of laboratory or other space for such equipment.
WHO MAY APPLY: Private nonprofit elementary and secondary schools - directly.
DESCRIPTION: Loans usually between $2,000 and $50,000 for up to 10 years, at 7.75 percent interest for loans taken this year. No more loans will be made after June 30, 1975.
INFORMATION: Division of Library Programs, USOE, Washington, D.C. 20202.
WHERE TO APPLY: Division of Library Programs, USOE, 400 Maryland Avenue S.W. (Room 5913 - ROB 3), Washington, D.C. 20202.

13.480 SCHOOL LIBRARY RESOURCES, TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

AUTHORIZATION: ESEA of 1965 (P.L. 89-10), Title II, as amended; due for consolidation for State management under Education Amendments of 1974 (P.L. 93-380), Title IV, Part B.
OBJECTIVES: To provide funds to States to acquire school library resources, textbooks, and other printed and audio-visual instructional materials for use in public and private schools.
WHO MAY APPLY: SEA's apply to Washington; LEA's apply to SEA's - private schools participate through LEA's.

DESCRIPTION: Formula grants to States based on student enrollment: for acquisition, cataloging, processing, and delivery, under State plans, of a wide range of instructional materials, owned and controlled by public agencies and supplied to private schools on a loan basis. After consolidation, local public and private schools will each determine priorities for types of materials. For details, see page 15 of this handbook.

INFORMATION: SEA's and Director of Library Services Division, USOE, Washington, D.C. 20202.

WHERE TO APPLY: State educational agency.

13.483 STRENGTHENING INSTRUCTION THROUGH EQUIPMENT

AUTHORIZATION: NDEA of 1958 (P.L. 85-864), as amended; opens for private school participation under Education Amendments of 1974 (P.L. 93-380), Title IV, Part B.

OBJECTIVES: To improve academic instruction through provision of laboratory and other special equipment and materials, and, in public schools only, minor remodeling for such equipment.

WHO MAY APPLY: LEA's - private schools will have access for the first time under the 1974 legislation through LEA's.

DESCRIPTION: Formula grants for consolidated programs under State management: NDEA equipment formerly was purchased, and only by public schools. The consolidation of Part B open access, probably by loans of equipment, to private schools too. Regulations are pending.

INFORMATION: SEA's and Division of Library Services, USOE, Washington, D.C. 20202.

WHERE TO APPLY: State educational agency.

13.488 TALENT SEARCH

AUTHORIZATION: Higher Education Act of 1965 (P.L. 89-329), as amended.

OBJECTIVES: To offer options for continued education for young people bypassed by traditional educational procedures.

WHO MAY APPLY: Usually higher education institutions or agencies; in rare cases, LEA's - private schools participate through LEA's. Ongoing projects have priority for funding.

DESCRIPTION: Direct grants awarded through USOE regional offices: to aid in admissions beyond high school and career counseling for students of proven exceptional potential, with financial or cultural need. Program usually serves 10th to 12th graders, some younger students who are potential dropouts.

INFORMATION: Regional Office Director of Higher Education and Chief of Program Development, Division of Student Assistance, Bureau of Higher Education, USOE, Washington, D.C. 20202.
WHERE TO APPLY: USOE regional office.

13.489 TEACHER CORPS

AUTHORIZATION: Higher Education Act of 1965 (P.L. 89-329), as amended.
OBJECTIVES: To strengthen educational opportunities available to children in low-income areas.
WHO MAY APPLY: Private schools participate through LEA's, and, only under special arrangements for correctional projects, directly.
DESCRIPTION: Project grants awarded through USOE regional offices: to train and retrain personnel in use of new curriculum, teaching methods, staffing patterns, and community outreach approaches.
INFORMATION: Regional Teachers Corps offices and Director of Teacher Corps, USOE, Washington, D.C. 20202.
WHERE TO APPLY: USOE regional office.

13.492 UPWARD BOUND

AUTHORIZATION: Higher Education Act of 1965 (P.L. 89-329), as amended.
OBJECTIVES: To provide college preparation and motivation for 10th to 12th graders from low-income families who are underachievers with potential for postsecondary education.
WHO MAY APPLY: High schools in consortia with institutions of higher education - private schools participate through LEA's. Ongoing projects have priority.
DESCRIPTION: Project grants awarded through USOE regional offices: to provide tutoring and counseling after school and Saturdays during the academic year, and residential academic programs on college campuses for six to eight weeks in the summer.
INFORMATION: USOE Regional Director of Higher Education and Chief of Program Development, Division of Student Assistance, Bureau of Higher Education, USOE, Washington, D.C. 20202.
WHERE TO APPLY: USOE regional office.

13.493 VOCATIONAL EDUCATION - BASIC GRANTS TO STATES

AUTHORIZATION: Vocational Education Act of 1963 (P.L. 88-210, 90-576); Education Amendments of 1974 (P.L. 93-380), Section 841.

OBJECTIVES: To assist in providing programs for persons of all ages who desire and need education and training for career vocations.

WHO MAY APPLY: State boards for vocational education apply to Washington; LEA's apply to SEA's - private schools participate in services under SEA's suballocation. Private vocational training institutions apply directly to SEA's.

DESCRIPTION: Formula grants to SEA's: to support vocational education programs, area facilities, guidance and counseling, teacher training and supervision, development of instructional materials, and vocational education programs particularly for the disadvantaged and the handicapped.

INFORMATION: State advisory councils for vocational education, USOE regional offices, and Director of Vocational and Technical Education, Bureau of Adult, Vocational, and Technical Education, USOE, Washington, D.C. 20202.

WHERE TO APPLY: State educational agency.

ADVISORY COUNCIL: National Advisory Council on Vocational Education.

RELATED PROGRAMS:

13.494 - Vocational Education - Consumer and Homemaking
formula grants to State boards for vocational education: emphasis on programs in economically depressed areas or areas of high unemployment, open to persons requiring vocational training as homemakers.

13.495 - Cooperative Education (Part G)
formula grants to SEA's for encouraging programs of work-study, open to students requiring vocational training.

13.499 - Special Needs (Section 101[b])
formula grants to SEA's for programs serving persons who have academic, socio-economic, or other handicaps that prevent success in regular vocational education programs.

13.502 - Innovation (Part D)
project grants and contracts to nonprofit private agencies directly, also to private schools through LEA's, for exemplary projects focusing on youths with academic, socio-economic, or other handicaps.
Bilingual Vocational Education (Part I)
(new in P.L. 93-380) project grants and contracts from Washington

13.516 PRESCHOOL, ELEMENTARY, AND SECONDARY EDUCATION - SPECIAL PROGRAMS AND PROJECTS

AUTHORIZATION: ESEA of 1965 (P.L. 89-10), Title III, Section 306, as amended; ends June 30, 1975 under Education Amendments of 1974 (P.L. 93-380), Section 402.

OBJECTIVES: To develop and operate promising demonstration projects that may help solve critical educational problems common to all or several states.

WHO MAY APPLY: LEA's - private schools participate through LEA's.

DESCRIPTION: Project grants from Washington: for development and operation at preschool, elementary, or secondary levels of exemplary, replicable approaches to solving problems of national scope. For details, see page 11 of this handbook.

INFORMATION: National Center for the Improvement of Educational Systems, USOE, Washington, D.C. 20202.

WHERE TO APPLY: USOE Applications Control Center.*

13.519 SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES; GUIDANCE, COUNSELING, AND TESTING

AUTHORIZATION: ESEA of 1965 (P.L. 89-10), Title III, as amended; due for consolidation for State management under Education Amendments of 1974 (P.L. 93-380), Title IV, Part B and Part C.

OBJECTIVES: To assist educational services and support local innovative and exemplary projects designed to meet educational needs identified by States; also, to provide guidance, counseling, and testing services and materials through States to public and private school students.

WHO MAY APPLY: SEA's apply to Washington; LEA's apply to SEA's - private schools participate through LEA's.

DESCRIPTION: Formula grants to SEA's, which manage Title III under State plans. After consolidation, Supplementary Educational Centers and Services will be one component of the State-managed Part C; Guidance, Counseling, and Testing will be part of the State-managed Part B. See Part I of this handbook for details.

INFORMATION: SEA's and Chief of State Plans Branch, USOE, Washington, D.C. 20202.

WHERE TO APPLY: State educational agency.

ADVISORY COUNCIL: National Advisory Council on Supplementary Centers and Services.

13.522 ENVIRONMENTAL EDUCATION

AUTHORIZATION: Environmental Education Act of 1970 (P.L. 91-516), as amended.

OBJECTIVES: To encourage education about problems of environmental quality and ecological balance through development of multi-disciplinary approaches, new curricular materials, in-service teacher training, and evaluation and dissemination projects.

WHO MAY APPLY: Nonprofit, accredited private schools - directly.

DESCRIPTION: Project grants from Washington: general grants renewable up to 3 years with declining Federal support, or mini-grants up to $10,000 for conferences, workshops, or symposia on specific problems with educational impact.

INFORMATION: Office of Environmental Education, USOE, Washington, D.C. 20202 and USOE regional offices.

WHERE TO APPLY: USOE Applications Control Center.*

ADVISORY COUNCIL: National Advisory Council on Environmental Education.

13.523 SCHOOL HEALTH AND NUTRITION SERVICES FOR CHILDREN FROM LOW-INCOME FAMILIES

AUTHORIZATION: ESEA of 1965 (P.L. 89-10), Section 808, as amended; due for consolidation for State management under Education Amendments of 1974 (P.L. 93-380), Title IV, Part C.

OBJECTIVES: To improve health and nutrition services in public and private schools serving areas with high concentrations of children from low-income families.

WHO MAY APPLY: LEA's - private schools participate through LEA's.

DESCRIPTION: Project grants from Washington: for coordination to provide comprehensive physical and mental health services, nutrition, and educational services for students in schools that qualify as Title I project areas, whether or not they have Title I projects. After consolidation, local schools will determine priorities under Part C.

INFORMATION: Office for Health and Nutrition Programs, USOE, Washington, D.C. 20202.

WHERE TO APPLY: USOE Applications Control Center.*

13.525 EMERGENCY SCHOOL AID ACT - BASIC GRANTS TO LEA'S

AUTHORIZATION: Education Amendments of 1972 (P.L. 92-318), Title VII; Education Amendments of 1974 (P.L. 93-380), Title VI, Part D.

OBJECTIVES: To assist schools in eliminating, reducing, or preventing minority group isolation and aiding school children in overcoming the educational disadvantages of minority group isolation.

WHO MAY APPLY: LEA's which voluntarily or under court order implement desegregation plans, or community groups - private schools participate through both.

DESCRIPTION: Project grants awarded through USOE regional offices: funds for a range of activities, with stress on basic instruction and support services, but including remedial services, supplemental staff, teacher training, guidance and counseling, curriculum development, career education, interracial and community activities.

INFORMATION: Emergency School Aid Directors, USOE regional offices, and Associate Commissioner, Bureau of Equal Educational Opportunity, USOE, Washington, D.C. 20202.

WHERE TO APPLY: USOE regional office.

ADVISORY COUNCIL: National Advisory Council on Equal Educational Opportunity.

RELATED PROGRAMS:

13.528 - ESAA Bilingual Education Projects
project grants through USOE regional offices for LEA's and community groups following court-ordered or voluntary plans for desegregation - private schools participate through LEA's or community groups

13.530 - ESAA Educational Television
project grants from Washington to private nonprofit agencies with expertise in television program development

- ESAA - teaching of mathematics
(new in P.L. 93-380) project grants and contracts to private nonprofit agencies

13.533 RIGHT TO READ (NATIONAL READING IMPROVEMENT PROGRAM)

AUTHORIZATION: Cooperative Research Act of 1954 (P.L. 89-10), as amended; becomes National Reading Improvement Program starting July 1, 1975 under Education Amendments of 1974 (P.L. 93-380), Title VII.

OBJECTIVES: To achieve, by 1980, functional literacy for 99 percent of those 16 years of age and for 90 percent of those over 16.

WHO MAY APPLY: SEA's and LEA's - private schools participate through LEA's.

DESCRIPTION: Project grants from Washington and through SEA's: for exemplary programs, testing, training of teaching personnel, and dissemination of information on effective reading and teaching practices.

INFORMATION: SEA's, USOE regional offices, and National Right to Read Office, USOE, Washington, D.C. 20202.

WHERE TO APPLY: SEA and USOE Applications Control Center.*

13.535 INDIAN EDUCATION - SPECIAL PROGRAMS AND PROJECTS

AUTHORIZATION: Indian Education Act of 1972 (P.L. 92-318), Part B; Education Amendments of 1974 (P.L. 93-380), Section 631.

OBJECTIVES: To improve educational opportunities for Indian children, with priority in supporting efforts of Indian tribes, organizations, and institutions.

WHO MAY APPLY: LEA's - private schools participate through LEA's. By Congressional, mandate, Indian-owned and operated schools have priority over LEA's.

DESCRIPTION: Project grants from Washington: broad grants for educational enrichment programs and services, training of teachers and teacher aides to work with Indian children.

INFORMATION: Office of Indian Education, USOE, Washington, D.C. 20202.

WHERE TO APPLY: USOE Applications Control Center.*

ADVISORY COUNCIL: National Advisory Council on Indian Education.

13.539 BASIC EDUCATIONAL OPPORTUNITY GRANTS

AUTHORIZATION: Higher Education Amendments of 1972 (P.L. 92-318), Title IV.

OBJECTIVES: To help qualified students obtain postsecondary education, at approved colleges, universities, vocational-technical schools, hospital schools of nursing, and other educational institutions beyond high school.

WHO MAY APPLY: Students who are accepted for admission at least on a half-time basis at a qualified institution of postsecondary education.

DESCRIPTION: Grants to students: between $50 and $1,000 annually for full-time undergraduate students.

INFORMATION: Participating institutions of postsecondary education, public libraries, and USOE regional offices.

WHERE TO APPLY: Participating institutions of postsecondary education.

13.543 EDUCATIONAL OPPORTUNITIES CENTERS

AUTHORIZATION: Education Amendments of 1972 (P.L. 92-318), as amended.

OBJECTIVES: To provide career counseling and assistance in admissions to colleges for 10th to 12th graders in target areas with major concentrations of low-income families.

WHO MAY APPLY: Community-wide consortia of profit and nonprofit, public and private educational agencies.

DESCRIPTION: Project grants from Washington: to provide counseling in career options and aid in seeking admissions to colleges for 10th to 12th graders living in the target area.

INFORMATION: Chief of Program Development, Division of Student Assistance, Bureau of Higher Education, USOE, Washington, D.C. 20202.

WHERE TO APPLY: USOE Application Control Center.*

13.549 ETHNIC HERITAGE STUDIES

AUTHORIZATION: ESEA Amendments of 1972 (P.L. 92-318), Title IX, as amended.

OBJECTIVES: To encourage students to learn about the heritage of their own and other ethnic groups and to increase teaching resources in the area of ethnic heritage studies.

WHO MAY APPLY: Private nonprofit educational agencies (including private schools directly or with LEA's).

DESCRIPTION: Project grants and contracts from Washington: for developing and implementing ethnic heritage studies programs, covering research materials, academic consultant costs, and, rarely, stipends for teacher trainees. Program requirements include cooperation with representatives from target ethnic groups.

INFORMATION: Ethnic Studies Heritage Branch, Division of International Education, USOE, Washington, D.C. 20202.

WHERE TO APPLY: USOE Applications Control Center.*

PART III

APPENDIX A

Excerpts from Education Amendments of 1974

For ESEA Title I

"PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

"Sec. 141A. (a) To the extent consistent with the number of educationally deprived children in the school district of the local educational agency who are enrolled in private elementary and secondary schools, such agency shall make provision for including special educational services and arrangements (such as dual enrollment, educational radio and television, and mobile educational services and equipment) in which such children can participate and meeting the requirements of clauses (A) and (B) of paragraph (1) of subsection (a) of section 141, paragraph (2) of subsection (a) of such section, and clauses (A) and (B) of paragraph (3) of subsection (a) of such section 141. 20 USC 241e-1.

"(b)(1) If a local educational agency is prohibited by law from providing for the participation in special programs for educationally deprived children enrolled in private elementary and secondary schools as required by subsection (a), the Commissioner shall waive such requirement and the provisions of section 141(a)(2), and shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of subsection (a). 88 STAT. 498

Waiver.
Ante, p. 497.

"(2) If the Commissioner determines that a local educational agency has substantially failed to provide for the participation on an equitable basis of educationally deprived children enrolled in private elementary and secondary schools as required by subsection (a), he shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of subsection (a), upon which determination the provisions of paragraph (a) and section 141(a)(2) shall be waived.

"(3) When the Commissioner arranges for services pursuant to this section, he shall, after consultation with the appropriate public and private school officials, pay the cost of such services from the appropriate allocation or allocations under this title.

Costs, payment.

Standard By-pass Procedures

"(4)(A) the Commissioner shall not take any final action under this section until he has afforded the State educational agency and local educational agency affected by such action at least sixty days notice of his proposed action and an opportunity for a hearing with respect thereto on the record.

Hearing opportunity.

"(B) If a State or local educational agency is dissatisfied with the Commissioner's final action after a hearing under subparagraph (A) of this paragraph, it may within sixty days after notice of such action, file with the United States court of appeals for the circuit in

Review petition, filing.

which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code. 72 Stat. 941, 80 Stat. 1323.

"(C) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence. Findings.

"(D) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code." Jurisdiction. 62 Stat. 928.

"TITLE IV—LIBRARIES, LEARNING RESOURCES, EDUCATIONAL INNOVATION, AND SUPPORT

"PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

"Sec. 406. (a) To the extent consistent with the number of children in the school district of a local educational agency (which is a recipient of funds under this title or which serves the area in which a program or project assisted under this title is located) who are enrolled in private nonprofit elementary and secondary schools, such agency, after consultation with the appropriate private school officials, shall provide for the benefit of such children in such schools secular, neutral, and nonideological services, materials, and equipment including the repair, minor remodeling, or construction of public school facilities as may be necessary for their provision (consistent with subsection (c) of this section), or, if such services, materials, and equipment are not feasible or necessary in one or more such private schools as determined by the local educational agency after consultation with the appropriate private school officials, shall provide such other arrangements as will assure equitable participation of such children in the purposes and benefits of this title. 20 USC 1806.

"(b) Expenditures for programs pursuant to subsection (a) shall be equal (consistent with the number of children to be served) to expenditures for programs for children enrolled in the public schools of the local educational agency, taking into account the needs of the individual children and other factors (pursuant to criteria supplied by the Commissioner) which relate to such expenditures, and when funds available to a local educational agency under this title are used to concentrate programs or projects on a particular group, attendance area, or grade or age level, children enrolled in private schools who are included within the group, attendance areas, or grade or age level selected for such concentration shall, after consultation with the appropriate private school officials, be assured equitable participation in the purposes and benefits of such programs or projects. Equal expenditures.

"(c)(1) The control of funds provided under this title and title to materials, equipment, and property repaired, remodeled, or constructed therewith shall be in a public agency for the uses and purposes provided in this title, and a public agency shall administer such funds and property. Administration.

"(2) The provision of services pursuant to this section shall be provided by employees of a public agency or through contract by such public agency with a person, an association, agency, or corporation who or which in the provision of such services is independent of such private school and of any religious organization, and such employment or contract shall be under the control and supervision of such public agency, and the funds provided under this title shall not be commingled with State or local funds.

"(d) If a State is prohibited by law from providing for the participation in programs of children enrolled in private elementary and secondary schools, as required by this section, the Commissioner may waive such requirement and shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of this section. Waiver.

"(e) If the Commissioner determines that a State or a local educational agency has substantially failed to provide for the participation on an equitable basis of children enrolled in private elementary and secondary schools as required by this section, he shall arrange for the provision of services to such children through arrangements which shall be subject to the requirements of this section.

"(f) When the Commissioner arranges for services pursuant to this section, he shall, after consultation with the appropriate public and private school officials, pay the cost of such services from the appropriate allotment of the State under this title.

(Act continues with standard by-pass procedures.)

APPENDIX B

Government Contacts for Private Schools

USOE in Washington

Dwight R. Crum, Director of Nonpublic Educational Services
U.S. Office of Education, 400 Maryland Avenue, S.W. (Room 4053), Washington, D.C. 20202. phone (202) 245-8054

Region I - Boston

Regional Contact

Fred Wilkinson, Director of School Systems, Office of Education, J. F. Kennedy Federal Bldg. (Room 2303), Boston, Mass. 02203. phone (617) 223-6892

States

CONNECTICUT John Harrington, State Board of Education, P. O. Box 2219, Hartford, Conn. 06115. phone (203) 566-5061

MAINE Beverly Trenholm, State Dept. of Education and Cultural Services, Augusta, Maine 04330. phone (207) 289-2321

MASSACHUSETTS Dr. David Cronin, Assistant to the Commissioner, State Dept. of Education, 182 Tremont Street, Boston, Mass. 02111. phone (617) 727-5700

NEW HAMPSHIRE Charles Marston, Assistant Chief of Instruction, State Dept. of Education, 64 N. Main Street, Concord, N.H. 03301. phone (606) 271-3235

RHODE ISLAND Dr. M. Rosalia Flaherty, Consultant for Nonpublic Schools, State Dept. of Education, 199 Promenade Street, Providence, R.I. 02908. phone (401) 277-2031

VERMONT Leon H. Bruno, Director of Federal Programs, State Dept. of Education, Montpelier, Vt. 05602. phone (802) 223-8610, ext. 3135

Region II - New York City

Regional Contact

Dr. Charles O'Connor Jr., Director of Adult, Vocational, and Technical Education, Office of Education, 26 Federal Plaza, New York, N.Y. 10007. phone (212) 264-4045

States

NEW JERSEY Walter McCarthy, Director of Curriculum Services to Private Schools, State Dept. of Education, 225 W. State Street, Box 609, Trenton, N.J. 08625. phone (609) 292-8360

NEW YORK Dr. Thomas W. Heath, Coordinator for Health Pupil and Nonpublic Services, State Dept. of Education, Albany, N.Y. 12224. phone (518) 474-3884

Region III - Philadelphia

Regional Contact

J. Kenneth Frye, Senior Program Specialist for Title I, Office of Education, 3535 Market Street, Philadelphia, Pa. 19101. phone (215) 597-9248

States

DELAWARE (No appointee)

DISTRICT OF COLUMBIA Latinee Gullattee, Director of Staff Development, District of Columbia Public Schools, Presidential Bldg. (Room 611), Washington, D.C. 20004. phone (202) 629-2550

MARYLAND Dr. Adolphus L. Spain, Coordinator of Nonpublic Elementary & Secondary Schools, State Dept. of Education, P.O. Box 8717, Baltimore, Md. 21240. phone (301) 796-8300

PENNSYLVANIA Vincent McCoola, Director of Aid to Nonpublic Education, State Dept. of Education, Box 911, Harrisburg, Pa. 17126. phone (717) 787-7100

VIRGINIA Dr. Robert Turner, State Dept. of Education, Richmond, Va. 23216. phone (804) 770-3170

WEST VIRGINIA Gene Maguran, Director of Federal Programs, State Dept. of Education, 1900 Washington Street East (Room B261 - Bldg. 6), Charleston, W. Va. 25305. phone (304) 348-3085

Region IV - Atlanta

Regional Contact

William Pergande, Deputy Director of Education Community Services, Office of Education, 50 Seventh Street N.E., Atlanta, Ga. 30323. phone (404) 526-5996

States

ALABAMA Dr. B. D. Baxley, Coordinator of Office of Technical Assistance, State Dept. of Education, 750 Washington (Room 200), Montgomery, Ala. 36104. phone (205) 269-7826

FLORIDA Dr. Marshall Frinks, Associate Commissioner of Planning & Coordination, State Dept. of Education, Tallahassee, Fla. 32304. phone (904) 488-6303

GEORGIA Dr. Joe Edwards, Assistant State Superintendent, Office of State Schools Superintendent, State Office Bldg., Atlanta, Ga. 30334. phone (404) 656-2598

KENTUCKY Dr. Frank Vittetow, Assistant Superintendent for State-Federal Relations, State Dept. of Education, Capitol Plaza Towers, Frankfort, Ky. 40601. phone (502) 564-3936

MISSISSIPPI A. C. Bilbo, Assistant Coordinator of ESEA Title I, State Dept. of Education, P. O. Box 771, Jackson, Miss. 39205. phone (601) 354-6944

NORTH CAROLINA Calvin Criner, Coordinator of Nonpublic Schools, State Dept. of Public Instruction, Raleigh, N.C. 27602. phone (919) 829-4278

SOUTH CAROLINA Dr. Donald Pearce, Coordinator of Federal Funding, State Dept. of Education, Rutledge Bldg., Columbia, S.C. 29201. phone (803) 758-1421

TENNESSEE Dr. J. Maurice Roberts, Director of Interagency Relations, State Dept. of Education, Cordell Hull Bldg. (Room 140), Nashville, Tenn. 37219. phone (614) 741-3544

Region V - Chicago

Regional Contact

Paul Derwinski, ESEA Education Program Specialist, Office of Education, 300 South Wacker Drive, Chicago, Ill. 60606. phone (312) 353-1245

States

ILLINOIS Dr. Michael Stramaglia, Associate Superintendent for Academic Affairs, Division of Pupil & Professional Systems, State Dept. of Education, Springfield, Ill. 62706. phone (217) 782-5138

INDIANA Raymond Slaby, Associate Superintendent, State Dept. of Education, Indianapolis, Ind. 46204. phone (317) 633-6610

MICHIGAN Dr. Roger Boline, Director of School Management Services, State Dept. of Education, 116 South Washington Street, Lansing, Mich. 48902. phone (517) 373-3342

MINNESOTA Sigurd Ode, Assistant to the Commissioner, State Dept. of Education, Capitol Square, 550 Cedar Street, St. Paul, Minn. 55101. phone (612) 296-2774

OHIO Ray Horn, Director of Division of Federal Assistance, State Dept. of Education, Columbus, Ohio 43215. phone (614) 466-4161

WISCONSIN Donald Dimick, Assistant Superintendent for Division for Field Services, State Dept. of Public Instruction, 126 Langdon Street, Madison, Wis. 53702. phone (608) 266-2801

Region VI - Dallas

Regional Contact

Earl P. Schubert, Assistant Regional Commissioner, Office of Education, 1114 Commerce Street, Dallas, Tex. 75202. phone (214) 749-2634

States

ARKANSAS Eugine F. Channell, Supervisor of Special Services, State Dept. of Education, Arch Ford Education Bldg., Little Rock, Ark. 72201. phone (501) 371-1801

LOUISIANA Mrs. Anne Stewart, Coordinator of Special Educational Services, State Dept. of Education, P.O. Box 44064, Baton Rouge, La. 70804. phone (504) 389-2591

NEW MEXICO Ernest A. Vigil, Director of Nonpublic Schools, State Dept. of Education, Santa Fe, N.M. 87501. phone (505) 827-5351

OKLAHOMA Earl Cross, Assistant State Superintendent for State-Federal Relations, State Dept. of Education, Oklahoma City, Okla. 73105. phone (405) 478-0988

TEXAS Alton Bowen, Deputy Commissioner for Administrative Services, State Dept. of Education, 201 East Eleventh Street, Austin, Tex. 78710. phone (512) 475-4536

Region VII - Kansas City

Regional Contact

Dr. Harold Blackburn, Director of School Systems, Office of Education, 601 East Twelfth Street (Room 464), Kansas City, Mo. 64106. phone (816) 374-2276

States

IOWA Dr. Robert Benton, State Superintendent of Public Instruction, Grimes State Office Bldg., Des Moines, Iowa 50319. phone (515) 281-5294

KANSAS Dr. C. Taylor Whittier, Commissioner of Education, State Dept. of Education, Topeka, Kan. 66612. phone (913) 296-3201

MISSOURI Dr. Arthur Mallory, Commissioner of Education, State Dept. of Education, P. O. Box 480, Jefferson City, Mo. 65101. phone (314) 751-4212

NEBRASKA Glen Shafer, Consultant for Private and Nonpublic Schools, State Dept. of Education, 233 South Tenth Street, Lincoln, Neb. 68508. phone (402) 471-2445

Region VIII - Denver

Regional Contact

Dr. Ed Larsh, Director of Special Projects, Office of Education, Federal Regional Office Bldg., 1961 Stout Street, Denver, Colo. 80202. phone (303) 837-3676

States

COLORADO Dr. Edwin Steinbrecher, Assistant Commissioner, State Dept. of Education, State Office Bldg., 201 East Colfax, Denver, Colo. 80203. phone (303) 892-9911

MONTANA (No appointee)

NORTH DAKOTA Vernon Eberly, Deputy Superintendent, Dept. of Public Instruction, Bismark, N.D. 58501. phone (701) 224-2264

SOUTH DAKOTA Norris Paulson, Assistant Superintendent for Federal Programs, State Dept. of Public Instruction, State Capitol Bldg., Pierre, S.D. 57501. phone (605) 224-3367

UTAH Elvin Ossmen, Specialist in Statistical Analysis, State Board of Education, 136 East South Temple, 1300 University Club Bldg., Salt Lake City, Utah 84111. phone (801) 328-5866

WYOMING Paul Sandifer, Assistant Superintendent, Planning & Development Division, State Dept. of Education, Capitol Bldg., Cheyenne, Wyo. 82001. phone (307) 777-7621

Region IX - San Francisco

Regional Contact

William Peterson, Coordinator of Special Programs, Office of Education, 50 Fulton Street, San Francisco, Calif. 94102. phone (415) 556-2874

States

ARIZONA Dr. Mary Jo Livix, Deputy Superintendent, State Dept. of Education, State Capitol Bldg. (Room 135), Phoenix, Ariz. 85007. phone (602) 271-5075

CALIFORNIA Newton Chase, Consultant in Private School Education, State Dept. of Education, 721 Capitol Mall, Sacramento, Calif. 95814. phone (616) 322-2838

HAWAII Albert Feirer, Administrator of Special Projects & Instructional Services, State Dept. of Education, Honolulu, Hawaii 96804. phone (808) 531-5758

NEVADA Merlin Anderson, Director of Professional Standards Branch, State Dept. of Education, Carson City, Nev. 89701. phone (702) 882-7324

Region X - Seattle

Regional Contact

Dr. John Bean, Assistant to the Commissioner, Office of Education, 132 Second Avenue (Room 508), Seattle, Wash. 98101. phone (206) 442-0434

States

ALASKA Kenneth Grieser, Federal Programs Coordinator, State Dept. of Education, Pounch F - Alaska Office Bldg., Juneau, Alaska 99801. phone (907) 586-5255

IDAHO Dr. Roy E. Truby, Administrator Assistant, State Dept. of Education, L. B. Gordon Bldg., Boise, Idaho 83720. phone (208) 384-3225

OREGON Ray Osburn, Coordinator of District College & Community Relations, State Dept. of Education, 942 Lancaster Drive N.E., Salem, Oreg. 97310. phone (503) 378-3602

WASHINGTON Carl Fynboe, Administrator of Nonpublic Education, State Dept. of Public Instruction, Old Capitol Bldg., Olympia, Wash. 98504. phone (206) 753-6773

APPENDIX C

Private School Organizations

National

Council for American Private Education (CAPE)
Dr. Robert Lamborn, Executive Director
1625 Eye Street, N.W. - Suite 1010
Washington, D.C. 20006
(202) 659-3236

CAPE Member Organizations

The American Lutheran Church
Donald A Vetter, Director for Elementary Schools
Wartburg College
Waverly, Iowa 50677
(319) 352-1200, ext. 280

Friends Council on Education
Clayton L. Farraday, Assistant Headmaster
Friends' Central School
68th & City Line
Philadelphia, Pa. 19151
(215) 877-4600

Lutheran Church - Missouri Synod
Dr. Al H. Senske, Secretary of Elementary & Secondary Schools
3558 South Jefferson Avenue
St. Louis, Mo. 63118
(314) 664-7000

National Association of Episcopal Schools
The Rev. John Paul Carter, Executive Director
815 Second Avenue
New York, N.Y. 10017
(212) 867-8400

National Association of Independent Schools
Cary Potter, President
Four Liberty Square
Boston, Mass. 02109
(617) 542-1988

National Catholic Educational Association
The Rev. John F. Meyers, President
1 Dupont Circle - Suite 350
Washington, D.C. 20036
(202) 293-5954

National Society for Hebrew Day Schools
Rabbi Bernard Goldenberg, Associate Director
229 Park Avenue, South
New York, N.Y. 10003
(212) 674-6700

National Union of Christian Schools
Dr. Ivan E. Zylstra, Administrator of School & Governmental Relations
865 28th Street, S.E.
Grand Rapids, Mich. 49508
(616) 245-8618

U.S. Catholic Conference
Dr. Edward R. D'Alessio, Director
Division of Elementary & Secondary Education
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005
(202) 659-6652

Broad-Based State Organizations

Arizona - CAPE
Charles H. Orme School
Mayer, Ariz. 86333
(602) 632-7601

California Executive Council of Nonpublic School Representatives
Walter H. Hartkopf, President
465 Woolsey Street
San Francisco, Cal. 94234

Florida Association of Academic Nonpublic Schools
Charles J. O'Malley, Education Coordinator
Florida Catholic Conference
P.O. Box 1571
Tallahassee, Fla. 32302
(904) 222-3803

Illinois Association of Nonpublic Schools
Alvin Vanden Bosch, President*
2261 Indiana Avenue
Lansing, Ill. 60438
(312) 474-4485

Indiana Nonpublic Educators Association
Alvin Vanden Bosch, President*
2261 Indiana Avenue
Lansing, Ill. 60438
(312) 474-4485

Iowa Association of Nonpublic Schools
Lewis Arkema
604 Third Street, S.W.
Orange City, Iowa 51041
(712) 737-4268

Kansas Association of Nonpublic Schools
Col. Keith G. Duckers
St. John's Military School
Salina, Kan. 67401
(913) 823-6344

Maryland - CAPE
Frederick Rhinelander, President
Glen Elg County School
Glen Elg, Md. 21737
(301) 286-2229

* Heads organizations in two states

Michigan Association of Nonpublic Schools
Dr. Ivan E. Zylstra, President
865 28th Street, S.E.
Grand Rapids, Mich. 49508
(616) 245-8618

Missouri Association for Nonpublic Schools
F. Randal
P. O. Box 651
Jefferson City, Mo. 65101

New York State Conference for Nonpublic Education
J. Alan Davitt
11 North Pearl Street, (Room 311)
Albany, N.Y. 12207
(518) 434-6355

Oregon Federation of Independent Schools
Dr. Eugene Fadel, Headmaster of Salem Academy
250 College Drive, N.W.
Salem, Ore. 97304
(504) 364-6759

Texas Association of Nonpublic Schools
Keith A. Loomans, President
8100 U.S. 290, East
Austin, Tex. 78724
(512) 926-4272

Virginia Council for Private Education
John H. Tucker Jr., President
North Cross School
4254 Colonial Avenue, S.W.
Roanoke, Va. 24018
(703) 774-4421

Washington Federation of Independent Schools
Roger Van Dyken
P. O. Box 444
Lynden, Wash. 98264
(206) 354-5657

Wisconsin Association of Nonpublic Schools
Rev. Mark Schommer, President
P. O. Box 186
Green Bay, Wisconsin 54305
(404) 437-4393

APPENDIX D

Federal Educational Aid Outside USOE

Food and Nutrition Service, Dept. of Agriculture
- 10.553 - School Breakfast Program (subsidies by reimbursement)
- 10.554 - Nonfood Assistance for School Food Programs (equipment purchase aid)
- 10.555 - National School Lunch Program (subsidies by reimbursement)
- 10.556 - School Milk Program (subsidies by reimbursement)

National Agriculture Library, Dept. of Agriculture
- 10.700 - National Agriculture Library Service (information resource)

Bureau of Domestic Commerce, Dept. of Commerce
- 11.201 - Importation of Duty-Free Educational and Scientific Materials (for any nonprofit educational institution)

National Institute of Education, Dept. of Health, Education, and Welfare
- 13.575 - Educational Research and Development

Office of the Secretary, Dept. of Health, Education, and Welfare
- 13.600 - Head Start (project grants to community action agencies)
- 13.603 - Mental Retardation Coordination and Information (upon request)
- 13.606 - Surplus Property Utilization (sale, exchange or donation of property and goods to private, nonprofit, tax-exempt schools)

National Park Service, Dept. of the Interior
- 15.902 - National Environmental Study Areas (open to all)

Manpower Administration, Dept. of Labor
- 17.215 - Manpower Development and Institutional Training
- 17.217 - Manpower Experimental and Demonstration Projects

Appalachian Regional Commission
- 23.012 - Appalachian Vocational Education Facilities and Operations
- 23.013 - Appalachian Child Development
- 23.016 - Appalachian Vocational and Technical Education Demonstration Grants

Atomic Energy Commission
- 24.002 - Motion Picture Film Libraries (film loans)
- 24.025 - Nuclear Science Lecture Demonstration (for secondary schools)

Library of Congress
- 42.001 - Books for the Blind and Physically Handicapped

National Aeronautics and Space Administration
- 43.001 - Space Science Education Project - Spacemobile

National Endowment for the Arts National Foundation on the Arts and the Humanities
- 45.001 - Promotion of the Architectural and Environmental Arts
- 45.003 - Promotion of the Arts - Education
- 45.004 - Promotion of the Arts - Literature
- 45.005 - Promotion of the Arts - Music
- 45.111 - Promotion of the Humanities - Education Projects

National Science Foundation
- 47.019 - Pre-College Instructional Personnel Development

President's Council on Physical Fitness and Sports
- 55.004 - Physical Fitness Clinics
- 55.007 - Presidential Physical Fitness Award

Smithsonian Institution
- 60.001 - Programs in Basic Research and Public Education
- 60.005 - Educational Services for Elementary and Secondary Education
- 60.013 - Traveling Exhibition Service

National Gallery of Art
- 68.001 - National Gallery of Art Extension Service